**AATE CONFERENCE**

**DECEMBER 2011**

**THE TEACHER’S TOOLKIT**

**Robin Clarke and Shan Christensen**

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**AATE CONFERENCE**

**TUESDAY DECEMBER 6 2011**

**TW16 THE TEACHER’S TOOLKIT:** The following strategies will be highlighted today by Robin Clarke and Shan Christensen from Huntingtower School.

* **SPEED DEBATING**
* **CLASS DEBATING – A TRAINING GAME**
* **SILENT CONVERSATIONS**
* **VALUES AUCTION**
* **TEXT-BASED PICTIONARY**
* **SCATTERGORIES**
* **IPAD AP: SCREEN CHOMP**
* **TONE GAME FOR ANALYSIS OF PERSUASIVE LANGUAGE**
* **THINK, PAIR SHARE**
* **PANEL DISCUSSION**
* **YOU BE THE INVESTIGATIVE JOURNALIST**
* **NEW WAYS TO MANAGE WIDE READING: DETECTIVE WALKABOUT, THE LITERARY LOVERS BOOKSHOW, SHOWBAGS, INTERVIEW WITH A CHARACTER, QUILTS, TWO MINUTES TO PERSUADE, TRANSFORMATION FROM BOOK TO FILM**
* **FILM: THE MOVIE SHOW**
* **CHAPTER ANALYSIS**

**……………………………………………………………………………………………….**

Here are explanatory details:

* **SPEED DEBATING**

**Procedure:**

Set room up with tables in a circle

On either side of the table place two chairs for the affirmative and two chairs for the negative

Each table is assigned a judge.

When the room is set, the game begins

**Past Topics for Speed Debating**

1. That all high school students should face mandatory drug tests.
2. That we should ban sexist advertising.
3. That we should build more wind farms.
4. That we should ban violent video games.
5. That school canteens should not sell junk food.
6. That Harry Potter should not be taught in schools.
7. That school sport should be compulsory.
8. That the Olympics have lost their meaning.
9. That we should close all zoos.
10. That beauty pageants should be banned.
11. That we should have a youth curfew.
12. That we need a new flag.
13. Students form pairs. Each team is given an odd or even number.
14. The odd numbers sit on the outside of the ring and the even number sit on the inner side of the circle.
15. Each team tosses a coin to see if they will be affirmative or negative
16. Each team chooses a topic from an envelope marked with their appropriate round.
17. Each team has 1 minute to establish some idea of what they could talk about.
18. After 1 minute the bell rings and the debate begins, 1 minute per person
19. Move through the speakers in this manner with time for the presentation of a team line and rebuttal.
20. The assigned adjudicator for that table will award the debate depending on manner, method of argument, the development of a team line, coherency of presentation etc.
21. When the mini debate is concluded, the inner circle team will move to the right.
22. The adjudicators can move around at will.

* **CLASS DEBATING – A TRAINING GAME**

**Procedure:**

1. The class is divided into two balanced teams, Affirmative and Negative. Arranging the room to have the students facing each other in oppositional lines is helpful so they can see each other as they debate.
2. The topic is defined for a point by the Affirmative and Negative. Any student may volunteer to do this. Those students may speak again in the first round.
3. One speaker from each side gets to stand and deliver arguments. Volunteers are taken as students raise their hand.
4. As students stand they announce how many new points they have and how many rebuttals. To rebut, they must start with, “I am rebutting the point made by ….”
5. Keep a running score on the whiteboard. **One point for each new argument; 2 points for each rebuttal.** Students soon learn the value of rebuttal to double their score!
6. Encourage students to keep notes as points are raised so that they can name the students they are rebutting.
7. No student can speak a second time in a round until **all** students in each team have spoken. This means that nervous students should speak early in the debate before a lot of points have come out. The minimum they can offer is one new argument even if it is brief.
8. Have a volunteer from each side to close the debate by **summarising** each main argument (**for** **one point each argument)**

**Sample topic: That Homer Simpson is a poor role model.**

* **SILENT CONVERSATIONS**

**Procedure:**

1. Students are given a task to write on in a time limit of about 10 minutes. This may be a passage or quote from a text that is being studied. The text could be a novel, a film, a short story, a poem or a persuasive piece.
2. Students remain in their seat and their written work is passed to the adjacent student who reads it and comments further on what has been expressed.
3. Repeat the conversation as many times as it is useful, but give more time to digest each additional part of the conversation, so that students can add meaningfully to what has been done by the other students. Encourage students to be oppositional if that is an argumentative skill that you wish to enhance.

* **VALUES AUCTION**

**Procedure:**

1. Students are given paper currency to the value of $200, using 2 $50, 3 $20 and 8 $5.
2. Students are told that the aim is to use up all their currency.
3. No change is given, so students can only use what currency they have as they bid.
4. Students are given the sheet of values to be auctioned. They need time to read over these silently and consider the top values that they wish to bid on. They should highlight on the sheet the top 10 that they are interested in.
5. If a value is passed in during the auction, the auctioneer does not go back.
6. On the whiteboard, record the prices for each of the values that get sold. Students should mark these amounts on their own sheets as well.
7. De-brief at the end, looking at the prices that each value went for. What were the most prized ones? What were the values that very few people desired? Discuss why.
8. After the text study, you could do the values auction again, but students bid in the role of characters from the text.

## VALUES AUCTION (RELATED TO “THE KING’S SPEECH”)

1. Being a good and reliable friend
2. Being popular and well-liked
3. Sexual attractiveness and satisfaction
4. Musical, creative or artistic talent
5. Being honest and respected
6. Having money, the latest technology and trendy clothes
7. Personal and political power
8. Athletic and sporting ability
9. Avoiding being hurt or hurting others in relationships
10. Feeling really good about myself
11. Social prestige or status
12. Accepting people who are different from me
13. Having a close relationship with my family
14. Practising my religion or spirituality
15. Having the freedom to make my own decisions
16. Excellent health and fitness
17. Giving back to the community or helping others
18. Fighting the wrongs of our society and injustice
19. Being an influential leader in the community
20. Becoming a good parent and having successful children
21. Getting married or having a committed life partner or soulmate
22. Academic success and recognition
23. Professional success, fame and critical acclaim
24. Being released from the mistakes of the past; being free of guilt and regret
25. Having a good car, owning my own house/s
26. Travelling extensively
27. Inventing ways to improve the world’s environment.

* **TEXT-BASED PICTIONARY**

**Procedure:**

1. Make 2 - 4 teams of students by perhaps numbering them off around the room. In this way, friends are not necessarily together. Alternatively, assign the teams so that you have balanced teams.
2. Bring the students to cluster at the front near the whiteboard. Each team has a whiteboard marker.
3. Number the students in order of when they will be the one to draw on the whiteboard.
4. The Pictionary is done as an All-play only, as this increases the competition. Secretly show the word or short phrase to each one drawing. Say “Go!” when they can start drawing their illustration of the word.
5. Listen for the first team to call out the exact word on the card. They are awarded 2 points. Keep a running score on the whiteboard.
6. The other team may get a point if they can add some interpretation to the word.

**Examples from “To Kill a Mockingbird”**

* First Purchase Church
* $10
* Dill under bed
* Entailment
* Dolphus Raymond
* Maycomb Tribune
* Aunt Alexandra
* Jack Finch
* Judge Taylor
* Coloured balcony
* Robert Ewell Spitting
* The Tip
* Mayella’s Bruised Eye
* Chiffarobe
* Ewell’s children getting ice cream
* Clown
* **IPAD AP: SCREEN CHOMP**

**Procedure:**

1. This simple application allows students to work in pairs. One student can record their voice while the other one draws on the screen with a selected colour. The voice and drawing are synchronised for them.
2. Alternatively, the voice can be paused while any drawing is completed.
3. There is a very quick playback function and the piece can be saved.

* **TONE GAME FOR ANALYSIS OF PERSUASIVE LANGUAGE**

**Procedure:**

1. Students are given a tone word on a card. They may check a dictionary to be sure of its exact intensity and meaning.
2. Students are asked to form a tone line standing out the front of the class with the most positive words to the left, increasing in intensity to the left. In the middle are the most neutral words like *matter of fact* or *controlled*. To the right are the words with negative connotations, increasing in intensity to the right.
3. Students must negotiate with each other to be sure they are in the right place for their tone word.
4. Once the line is established, have students read out their word in order and justify their position. If any are incorrect, they can be moved up or down the line.

* **THINK, PAIR, SHARE**

**Procedure:**

1. Students are given reflective time to consider something on their own.
2. Students turn to a partner and share their ideas. They try and extend their own first impressions.
3. Students are then encouraged to offer ideas as a whole class. They could be encouraged to take notes as they hear new concepts of evidence in support of others’ ideas.

* **PANEL DISCUSSION**

**Procedure:**

1. A panel of 4 students is set up facing the class.
2. Each speaker has a scorer assigned to them. The scorer keeps track of all the contributions made by their student.

***Sample from “Gattaca”: Panel Discussion Score Card***

Name of Panel Member: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each substantial verbal contribution = ✓

Use of quotes or referring to relevant examples = Q

Outstanding and original analysis = 🟋

Each response that rebuts or refers to others’ comments = R

|  |  |
| --- | --- |
| **Criteria** | **Scoring Tally** |
| ✓ |  |
| Q |  |
| 🟋 |  |
| R |  |

Sample topics:

* “Gattaca shows that individuality is more important than conformity.” Discuss
* “The world of Gattaca is focussed on genetic perfection, yet it is the imperfect Vincent who achieves most.” Discuss
* “That’s how I did it, Anton. I never saved anything for the swim back.”

Vincent defies and transcends his destiny and in doing so, inspires others.

* **YOU BE THE INVESTIGATIVE JOURNALIST**

Sample based on the novel Maestro.

Have you ever read the Insight section of The Age, watched Four Corners or tuned into Dateline? If so, you have been privy to extensive investigative research and reporting. Often the material collected has been the result of a team of journalists working painstakingly to chase up witnesses and follow the clues.

**Part One**

**Written Component – field notes 2-3 pages**

Your task is to assume the persona of an investigative journalist in unpacking the character of Keller. While the text, Maestro, is an obvious starting point, as an intrepid journalist you should extend your attention to other relevant external resources. As you will need to bring all your powers of deduction to the task, for this assignment you will be allowed to work in pairs. You must submit your written work as a collection of readable field notes with clear headings that serve to categorise your findings.

**A Suggested Approach:**

1. Determine what type of media organisation you are working for. This will determine the focus of your questions.
2. Make a note of the initial facts you have gleaned from the text. Eg, Age,

occupation, time in Darwin, time in Vienna etc.

1. Draw up a list of questions you have regarding this material.
2. Use these questions to frame whatever background research you feel is necessary. Eg, life in Vienna in the 1930’s, references to Keller as a musician, concentration camps, the Country and Western scene in the Northern Territory etc…
3. Undertake a more comprehensive, second reading of the text. What other details is it possible to discern about Keller? Eg, how did he get the *Bosendorfer* to Darwin? What does he do for money? Does he have any other students? Why did he choose Darwin? Etc.
4. Draw up a list of questions you have regarding this material.
5. Conclude your report with a summary of the deductions you are prepared to make about Keller. Try to offer some explanation for the lifestyle he chooses to live and the way he chooses to act in Darwin. You might go so far as to offer a psychological profile of the man.

**Part Two**

**Oral Presentation (5 minutes)**

Now is your chance to hone your skills. The culminating activity for this task is an actual interview with Keller that will be performed in front of the class. In your pair you need to decide who will be Keller and who will be the journalist. As a performance task, you must make an effort to adhere to your chosen role in an authentic and credible manner.

**Tips**

* It is important that you give consideration to the framing and ordering of your questions. You might not want to ask Keller about his experiences in Auschwitz straight up.
* You should also work on the links between the questions you want to ask. As a pair it is important that this comes across as a fluid piece that builds on the responses Keller is giving.
* Think about trying to incorporate supplementary material to enhance your presentation. Remember that you have a primary responsibility to engage your audience. You might want to include images of life in Vienna, snapshots of Darwin or photos of Keller’s past teachers. You may also want to incorporate some audio material to support your presentation.
* **FILM:**

**Sample: The Year 10 Movie Show**

Your task is to present a critic of the film “*What’s Eating Gilbert Grape?”* as a professional film reviewer paid for your insightful observations.

Choose one of the following scenes to present a breakdown of:

1. Gilbert’s wishes
2. Mrs Grape at the Courthouse
3. A scene with Joe and Bobby at the Ramp Café
4. Mr Carver’s funeral
5. The opening of the Burger Barn
6. The incident with Mrs Carver and the ice cream
7. Becky, Gilbert and Mrs Grape
8. Gilbert, Arnie and Mrs Carver swimming in the lake
9. Joe trying to fix the Grape’s house
10. The first time Arnie climbs the water tower.
11. Gilbert and Mr Carver in his office.

Your review should include the following:

* + A breakdown of the specific scene you intend to discuss.
  + Identify how this fits in with the film in terms of plot, character and theme development.
  + What is your professional view of the scene?

- How do you feel about it?

- What does it reveal?

- Comments on casting and acting.

- Recommendations?

* **CHAPTER ANALYSIS**

Sample based on Brave New World

**Group Chapter Analysis Task**

*Person one needs to act as the time keeper for this task.*

1. Read the chapter as a cluster. You should spend about 15 minutes doing this. You can share the reading aloud or read silently.
2. Discuss the chapter as a ‘cluster’. 5 minutes.
3. Open the envelope with your number on it. Spend 2-3 minutes reflecting individually on your area of focus.
4. Go around the table spending 2-3 minutes on each person’s area of focus brainstorming as a cluster.
5. Prepare your response individually, ready to present to the class. It needs to be presented neatly, either on the board or computer.

1. A breakdown of events in the chapter and a discussion of how these represent a development of incidents mentioned previously.

2. A diagram, picture or portrait that represents one aspect of the setting of this scene eg: A game of obstacle golf, the savage reservation, the feelies…

3. Consider the presentation of characters in the chapter. How do they develop? What do we learn about them? Note key quotes. Do these characters conform with this Brave New World? Is there any evidence of dissent or complications? How do people deal with this?

4. What details does Huxley add to his Brave New World? How credible do you find these? Make a note of:

* Hypnopaedia messages
* New words
* Scientific developments
* Evidence of social predestination
* Use of soma
* Examples of conditioning in action

5. Consider the use of satire throughout the text. Is there anything in this chapter that is being ridiculed or parodied? Be specific in your references. What comment is Huxley making?

* **NEW WAYS TO MANAGE WIDE READING:**

1. **DETECTIVE WALKABOUT,**
2. **THE LITERARY LOVERS BOOKSHOW,**
3. **SHOWBAGS,**
4. **INTERVIEW WITH A CHARACTER,**
5. **QUILTS,**
6. **TWO MINUTES TO PERSUADE,**
7. **TRANSFORMATION FROM BOOK TO FILM**